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WM. B. FOWLE, EDITOR.

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THE DUTY OF GOVERNMENT

IN REGARD TO GENERAL EDUCATION.

We have already spoken, in No. 1 and 2, of this year, of the great neglect of education even in the most favored spots; let us now take a slight glance at the most obvious duties of our government in this matter. If governments are established to promote the general welfare of all who unite to form them, there can be little doubt that the first object should be the moral and intellectual culture of the people. Hitherto, the main object of all governments, ours not excepted, has been, to increase the wealth and resources of the nation, and to protect it against others. A glance at the first message of our new chief magistrate, will, we think, set this matter in its true light, and enable us to see how far the highest welfare of this model nation is consulted by the officers of its own free choice.* The first paragraph contains the solemn assertion that "Upon Congress eminently depends the future tendency of our government, and the transmission of it unimpaired to posterity." How just and grand the expression, but its comprehensiveness how little understood. The cholera is then alluded to, which the Government did nothing to prevent, and whose miseries it has done nothing to alleviate. "We have been able to maintain an independent and neutral position towards all belligerent powers." Yes, we have hugged our own liberty, and have not even expressed an

* We belong to no party, and, of course, our remarks though based on the late message, have nothing to do with the party in power, and might as well have been based upon any previous message of any previous administration. In education, we know no party, no sect, no respect of persons,—the subject looks down upon all these considerations.

opinion in favor of those, who were struggling for the liberty that our example has made so captivating; nor any disapprobation of that tyranny which, because, perhaps, of our silence, has crushed them, and would gladly crush us also. The favorable notice of the Magyar cause was not made public, till the cause was past our aid. We have favorable treaties of commerce with England, &c., and they protect every interest but that of mind. The productions of the intellect are the common plunder of both nations, but rum, tobacco, and all labor not purely intellectual, are duly watched over and protected. Congress is earnestly invited to do something more to prevent the foreign slave trade. For forty years this great moral offence has been committed by men declared, by national consent, to be outlaws and savages, and England and the United States have been trifling with, it as the cat does with the mouse; and yet who supposes that, if it were the sincere wish of these two mighty powers to put an end to the trade, utterly and forever, they could not do it in three months. There can be no sincere wish to terminate this accursed traffic, or else the interests of trade and commerce forbid any thorough action in regard to it. Millions are to be expended to determine the boundaries of our new possessions, and to open new channels between the great oceans, and these things should be done. "No direct aid," says the message, "has been given by the general government to Agriculture." And yet, this is the great branch of American Industry, and has mainly furnished the thousand millions that have been expended in war and other unprofitable pursuits. A railroad must be made to the Pacific, and every thing done to assist our commerce in the new territories on the Pacific, but nothing is said of schools there. The acquisition of these new territories, requires that the standing army should be increased. It is not enough that we should pay for the expenses of the war with Mexico, we are called on to provide an annuity for disabled officers, and an asylum for every soldier, who, from age, wounds or other infirmity, has become dependent; and this is recommended "as a means of increasing the efficiency of the army, and as an act of justice due from a grateful country to the faithful soldiers."

We should like to see a fair statement of the reasons why peaceful citizens who, by their agents, hire volunteers to do the work of war, a work full of pleasure, honor and profit, and which often raises the servant above his employers, should be held to support that servant forever, if, in the course of his labor, the most natural thing in the world happens to him. We have supposed that an honest mechanic or farmer does much more for his country than any soldier does, and is a

far more useful citizen ; but who ever heard of a proposition from government to support such a man when disabled by accident or disease. Almost the only way in which the government, as hitherto conducted, could aid the cause of general education, has been by the Post Office. But, while every other department has been liberally paid for, without any expectation of return, the post office has been required to pay for itself. Nay, worse than this, the people have not only been heavily taxed for their interchange of thoughts, but their servants, chosen to make laws for the people and not for themselves, have exempted themselves from any share of the burden, and have laid the whole expense upon the people, their employers ! If public officers, addressed as such, opened no letters not pre-paid, they would need no protection by the franking privilege, and the state would have no postage to pay for them. The present message proposes to reduce the tax on letters, but still, how far short will it fall of that enlarged forecast, which should see in the Post Office, a great agent for good, to be employed at any cost. The people have long been ready to make the Post Office almost a free concern, and to pay for it as such, but their servants are unwilling to allow them to have their own way in the matter. Honest servants ! easy people !

The appropriations for the next year, June 30, 1850, to June 30, 1851, are estimated by the Treasurer, at thirty-three millions and a half of dollars. Of this quite inconceivable sum, the army and navy are to expend more than one half ; or more than seventeen millions, and not one cent of the other half is to go for education. It is true that about two hundred thousand dollars are to be used up at the West Point Academy, but this is strictly for military education, or, to put off that blessed time when men shall "learn war no more." The Secretary of the Interior has much to say about the mines of the precious metals, but he says not a word about the intellectual mines, any one of which is more precious than all that he has so earnestly recommended to the care and keeping of Congress. Every friend of man hoped, and almost believed, that one of the first acts of the new Department would be to call the attention of the government, and of the people, to the great subject of GENERAL EDUCATION ; but, it seems, this greatest of all concerns belongs not to the *Home Department*, and must sleep, until the people, by the press, and by the pressure of public opinion, command its resurrection.

In Massachusetts, one officer, in ten years, collected a fund of knowledge and information on the subject of education, the mere abstracts of which form at least six octavo volumes. Most of the States have similar officers, but no one is well

acquainted with the statistics, and with the system and progress of all the others. How proper is it, that the general government should have an office where all such information should be collected, digested and disseminated for the benefit of the several States. The States have surrendered the customs, and the national domain to the Union; how natural, then, that the Union should take an interest in every State, and do for the States what the States do, however imperfectly for the counties or towns, and what the latter do for the districts. We believe we are not mad on this subject, but speak forth the words of truth and soberness. Let us again add that, in our remarks, we have not regarded the men whom our remarks may seem to censure, but we have endeavored to describe the prevalent system, and in exposing this, we call for the co-operation of all, of every name, who love their country, and their kind.

THE CLASSICS.

We have seldom seen the argument for the study of the dead languages more succinctly expressed than in the following extract from the inaugural address of the Rev. Dr. Ryerson, at the opening of the Collegiate Department of Victoria College: Dr. R. is the present Chief Superintendent of Schools, and Editor of the Journal of Education, in Upper Canada.

"The study of the Classics will greatly contribute to a thorough and critical knowledge of the *Etymology* of our own language. Nearly thirty thousand, of the forty thousand words in English, are said to be of Greek and Latin origin. A sound classical scholar will, therefore, understand the meaning of those words, which are derived from the Greek and Latin, without having recourse to an English lexicon, and will often perceive an aptitude and force in the application of them which is lost when reflected from the imperfect mirror of an English dictionary. There is beauty in the *reflected* rays of the sun at twilight; but they furnish no adequate conception of the glory of his meridian beams. The same remark is true in reading the original, or best translations of the Classics. To see a *portrait* and to see the *original*,—to read a *reported* discourse or speech, and to *hear* the *living speaker*,—to read what a writer is said to have written, and to read the writer himself,—are very different things, and produce very different impressions and feelings. The same remark is equally true in respect to reading the Scriptures in the original, and in our excellent translation. We will not make a better translation;

but we will see and feel what cannot be imparted by any translation,—the scenes, the emotions, the characters, the latent passions and modes of thinking and reasoning, which no translation can convey. The study of the Classics aids greatly in acquiring that *copia verborum*,—that rich variety of language,—which is so important, and gives one man so great an advantage over another, in conversation, in writing, and in public speaking. Nature, indeed, in language, as in other things, makes large as well as arbitrary distinctions: but art and industry add to the bounties of nature, and marvellously supply its deficiencies. Translating elegant writers from one language into another is also a continued exercise in the best kinds of composition. Our best English poets, orators, and writers, cannot be fully appreciated without some acquaintance with Grecian and Roman literature. The whole force and elegance of their finest turns of thought are derived from their classical allusions. Apart from the discipline of mind, the phraseology of the learned professions, and of professional intercourse, and the vast accessions of beautiful imagery, I will merely add, that familiarity with the Classics has the same effect upon the taste and feelings, that intimacy with polished society has upon the manners.”—pp. 14, 15.

This argument is very fair, but its whole force depends upon the second word in the third sentence of the extract. A *sound* classical scholar will, perhaps, derive much pleasure and profit from his acquaintance with Greek and Latin, but we believe we speak within bounds, when we say, that, not one of a thousand, who study these languages, ever becomes a *sound* classical scholar; and the same time that was spent upon these languages by the nine hundred and ninety-nine, if spent upon English, would have been far more profitably spent. We know the risk we run in making this, or any other remark, which implies that knowledge, true knowledge, and a very high degree of it, can be attained in any other way than by the study of Greek and Latin, but we believe the time has arrived, when it is necessary that this matter should be viewed in the light of reason and common sense, and the truth be spoken at all hazards. The idea that a *smattering* of Latin or Greek, or of both, is essential to a scholar, has so pervaded the community, that our young teachers, by scores, are deserting their English studies, and running to the academies, to spend one or two terms, at most, in studying languages, of which a *sound* knowledge can not be acquired in less than five entire, exclusively devoted, years. At a Teachers' Institute, in a neighboring State, one fifth of the members were studying in this way, and neglecting their own vernacular, in which they gave constant evidence that

they could neither speak, nor write with fluency or correctness, to say nothing of elegance and strength. So far has this mania gone, that we have heard of fashionable teachers even of female schools, who require every pupil to study Latin, at any rate, as the basis of all future progress. The young teachers to whom we have alluded, generally acknowledged that they did not see any reason or utility in the course they were pursuing, except so far as it enabled them to get employment more easily; there being generally on every school committee some professional man, who would give the preference to one who had studied Latin, however superficially, his superiority in other respects being taken for granted. Our intercourse, for the last thirty years, has been more with professional men than with any others, and we are sure we do not mistake, when we say, that we have seldom met with any who knew enough to make as good a translation of the classics or the Scriptures as we already possess in English, or who could discover and enjoy those beauties of the originals which are lost in the translation.

It is high time that this matter was set right, and properly understood. If it be true that these ancient languages are so essential to a correct understanding of English words, then it must also be true that those who have studied Greek and Latin, write and speak English with greater ease, correctness, and power, than other persons; but, this position is far from being established. The most fatal influence of this veneration for the dead languages is found in the fact that, to facilitate the study of them, our own peculiar English Grammar has been sacrificed. As we shall make this fact appear in another part of the Journal, we shall not enter into particulars now, and to corroborate our opinion of the mistake that has been made in overestimating the advantages, not of a *sound* knowledge of the classics, but of that degree of knowledge which is acquired in youth at school or at college, and neglected or lost in after life, we shall give a few short extracts from writers who will be allowed to be competent judges.

Dr. Priestley, in his "Observations Relating to Education," says, "A century or two ago, when almost every book that was worth reading was in Latin or Greek, all persons, who were educated with a view to improve their minds in any kind of literature, were under a necessity of being made thoroughly acquainted with these languages, which have, therefore, obtained the exclusive title of the *learned tongues*. It was also absolutely necessary, in all the intercourse that men of letters, of different nations, had with each other, to make use of Latin, both in writing and conversation, modern languages being very little cultivated. At present, the state of

things is very different. Almost all modern languages have been much cultivated, and very few men of letters do, in fact, converse, correspond, or even write in any other. At present, almost all valuable knowledge is to be found in modern languages, and if a person communicates his thoughts to the public, it is in this channel. This change in our circumstances ought certainly to make a change in our plan of instruction, and the only question is, what that change should be, and how far it should extend." After allowing that "it is still of great importance to men in the liberal professions," he proceeds to say, that, "To persons in trade, or manufacturers, the knowledge of Latin or Greek is certainly of no direct use."

If this was true when it was written, more than half a century ago, it is, if possible, *more true* now. If it was right and necessary to say it in England, where there were no free schools, and where the mass were uneducated, it is far more necessary to say it in this country, and the change proposed is altogether more imperative. Other extracts must be reserved for the next number.

THE CHARM.

BY CHARLES SWAIN.

There's a charm too often wanted ;
There's a power not understood,—
Seeds spring upward as they're planted,
Or for evil, or for good.
We forget that charm beguiling,
Which the voice of sorrow drowns ;
Smiles can oft elicit smiling ; —
Frowning can engender frowns.

There's a temper quick in sowing
Care, and grief, and discontent ;
Ever first and last in showing,
More in words than language meant ;
Ever restless in its nature,
Until sorrows set their seal
On each pale and fretful feature,
And the hidden depths reveal.

If a smile engender smiling ;
If a frown produce a frown ;
If our lip, the truth defiling,
Can the rose of life cast down ; —
Let us learn, ere grief hath bound us,
Useless anger to forego ;
And bring smiles, like flowers, around us,
From which other smiles may grow.

GRAMMATICAL AND RHETORICAL.

"MR. EDITOR,—I would like to inquire, through your columns, how to parse the word *what*, in the sentence, "I have more than I know *what* to do with."

I would like also to lay another matter before you. Suppose I am trying to instruct a pupil in the art of declaiming, and tell him he must stand erect, have his arms and hands at liberty to move, and fix my instruction by observing the preacher's posture on the coming Sabbath. Sunday comes, the preacher stoops, leans on the cushion, or crosses his hands behind him. I would like to know whether a lad will regard his teacher's instructions, when he sees them all contradicted by public speakers."

N. C.

Before giving our theory of *what*, in the above sentence, we should like to exercise the ingenuity of our readers upon it, and will wait for their remarks until the next number. We sincerely hope that those who take an interest in this kind of *analysis*, will speak out. As to the case supposed by our esteemed correspondent, we can only advise him to use public speakers, as Murray proposed to have us use his exercises in false grammar, not as models but as beacons, to be shunned but not imitated. It is a deplorable fact that ninety-nine in a hundred of our public speakers, in every department, are warnings of this sort, and one is almost led to believe that true oratory has ceased to move and please mankind. We shall do our best to stir up teachers to a decent regard for true eloquence, and we hope our clergy, lawyers, legislators and other public speakers will find some kind friends to shame them into some show of attention to the manner, as well as the matter of their addresses. It is time that some one spoke plainly and loudly too, on this subject. Our columns are open to any fair discussion.

THE NEW ENGLAND FARMER.

We take the following very judicious remarks on home education from the New England Farmer, which excellent work, though it has little to do with the education of human beings, is a standing reproach upon all who have any thing to do with the training and instruction of them; for, if one-hundredth of the care which is bestowed by farmers upon quadrupeds, or even upon vegetables, were bestowed upon themselves and their children, a man who should take a nap of ten years would not recognize this world when he waked up.

EDUCATION.—“Most people think that education does not begin till the child is sent to school, and is conducted solely by the teachers employed for that purpose. This is a sad and very injurious mistake. Education begins in the domestic circle; the eyes of the mother are the first teacher. Father, mother, brothers and sisters, servants and visitors, all aid in the great work. These home influences have no small effect in the intellectual development of the pupil, and they often so entirely furnish the foundation of the moral character, that no subsequent teaching or discipline can change its nature or bearing. To these influences the most earnest efforts of moralists and ministers of the gospel are merely secondary for good, and useless against evil. Let home influence be that of firm and gentle government, producing the habitual impression on the mind of the child, that the will of the parent is right and absolute law; let the child have learned cheerfully and happily to yield to this, and that child will infallibly be a lovely pupil, esteemed and cherished by its teachers; will be a docile and rapidly improving scholar; will grow up to be a law-abiding and valuable citizen, and, most likely, an humble and devoted Christian.

But, as is too much the case in our day, let the home influence be that of too much indulgence or neglect; let every thing be just as the child chooses; let the opinion and choice of the child rule that of the parent; let the child say, I won't, or I don't want (*wish*) to do this thing, or that thing; I won't go to this school, this teacher, or attend to this study; and, if the child is corrected for impertinence or idleness, let the parent join in blaming the teacher as cruel and brutish, and it needs no prophetic foresight to predict, that the child will be a dunce in the school, a rebel against the discipline, a bad, unruly citizen, a tyrant in his own house, without one delicate trait of moral goodness, probably never a true Christian, or, at best, a self-conceited “trouble in Israel.”

This is the plague of all the schools at the present day. The children govern at home, and, if they cannot govern at school, they won't go any longer, and parents let them do as they please.”

It is said that the ancient philosophers once tried to find what was the original and natural language of man, by bringing up a child so that he never heard the human voice. Instead of obtaining their end, the child became dumb. What hearing was to the ear, example is to the eye, and he who wishes to give his child a moral, religious, benevolent education, must not shut him up from the world, but teach him by example how to use it.

PUNCTUATION. NO. III.

In our last, we gave some general rules for the use of the comma. We do not pretend that they are all that may be made, nor that they may not be liable to some exceptions, but we do believe that they are sufficient to aid teachers essentially in this important matter. When we have spoken of the other marks, we shall revert to the comma.

The next in course is the semicolon. This marks a subdivision of the sentence more important than that of the comma, and, indeed it often includes several clauses marked by commas. The following sentence will furnish an example of the period, and several of the semicolon and comma.

"Let an old man play the part of a youth, when in company with the aged; let the decorations be rural, though the scene be a palace; let the dress be unsuited to the age or the character, though ever so rich, and the impropriety will at once be seen."

Here it will be seen that the portion, embraced by each semicolon, may, under other circumstances, form a complete sentence, but here the sense of the author is not complete until the whole sentence is read. It sometimes happens, that a period may be substituted for a semicolon, but, probably, this can only be done when the punctuation is not at first correctly made. The only question in the above sentence is in regard to the comma after *rich*. We have already said that, when *and* is used between any two similar parts of speech, the comma may be omitted, the *and* being equivalent to it. It seems also, as if the comma and conjunction were equivalent to a semicolon, for it is not common to use the semicolon in such cases.

The ingenious Professor Mandeville, who has published a system of reading based mainly upon the classification of sentences by punctuation, would differ essentially from us in the punctuation of the above sentence. One of his peculiarities is, that, after the parts making perfect sense, where we have placed semicolons, he would place colons, and where we have placed the comma before *and*, he would place a semicolon. His rule is, when there is no connecting word expressed between two such clauses, to place the colon, but with the connecting word a semicolon is sufficient. His plan is new, and ours is the prevalent one, and as the latter effects all that the other proposes, and does it as well, we see no reason for a change.

Another instance, will, perhaps, explain the nature and use of the semicolon better than any description. It is a good exercise on the comma also.

"Cherish that noble politeness, which can approve without flattery, praise without jealousy, jest without bitterness; which seizes the ridicu-

lous with more of mirth than malice; which spreads a charm over the most serious things, either by the salt of irony, or the delicacy of wit; which passes easily from grave to gay, and which gives to virtuous sentiments the charm of cheerfulness."

The following sentence may easily be broken into two at the first semicolon, but it is better as it is, unless this is one of the few cases requiring a colon.

"This belief, without the evidence that accompanies it, would neither have been so firm nor so durable; it would not have acquired new strength with age; it would not have been able to resist the aggressions of infidelity, and pass from century to century unharmed."

The learner may try his skill upon the following sentence, which we will point correctly in the following number.

"In virtue they were alike in oratory there was some difference one was more concise the other more diffuse one more constrained the other more free the one keen the other weighty from one nothing could be spared to the other nothing could be added in the one more of care in the other more of nature."

As a general rule, beginners should not attempt long sentences, for they are seldom necessary, and it takes a master to handle them. Perhaps the best method with beginners is to require sentences of one clause only, then one comma may be introduced, and then one semicolon. No colon should be allowed, for it is rarely required, and generally it is difficult to frame a sentence, where it is necessary, and may with propriety be used. In the following sentence, it will be seen that there is less connection at the colon than at the other subdivisions, still there is connection enough to make the retention of the last clause preferable to the formation of a new sentence at *it*.

"All men, perhaps, speak too much; few consider enough; none reflect enough: it is better never to speak than to speak unadvisedly."

The three most common cases in which the colon is retained are, after, *viz.*, *as follows*, and *Dear Sir, Mr. Editor*, or whatever epithet is used in addressing another, especially at the commencement of a letter. But there is no necessity for the colon in either case, for, *viz.* being an abbreviation, requires a dot, which may also pass for a period; "*as follows*" may often be omitted, and a semicolon, with a dash, perhaps, is as good as a colon. That a colon should not follow "*Dear Sir,*" &c., may be seen by altering the position of the words, and instead of saying, "*My dear Sir: I thank you for your letter just received,*" say, "*I thank you, my dear Sir: for the letter,*" &c. No one would think of using a colon in the latter case, and yet it would be just as proper as in the former.

We do not mean it to be understood that we would never use a colon, and never tolerate the use of one; but only, that

we should not let children use them ; should advise advanced scholars seldom to use them, and by all means to avoid the system to which we have alluded, since it would perhaps, make the colon more common than the semicolon. Indeed in a sensible preface of five pages, the author uses the colon thirty-three times, and this, probably, is thirty times more that it occurs in any whole volume that has been printed these ten years.

[To be continued.]

SCHOOLS OF BOSTON.—The President of the Common Council, on retiring from the chair, said,—

The city owns 23 Grammar School houses, (including the Latin and High) estimated to have cost \$703,000 00

And 41 Primary School Houses, estimated to have cost 246,000 00

Total estimated cost, exclusive of alterations and repairs, \$949,000 00

The whole number of Primary School Houses, owned and occupied, is 176. The number of pupils belonging to the Latin, High and Grammar Schools, is 4627 boys, 4487 girls; total 9114; and belonging to the Primary Schools, nearly 11,000, making a total of 20,114 pupils. The annual expense of instruction, and repairs and alterations of school houses, is about \$152,000.

The Mayor in his inaugural address said,—

There are now in the city, sustained at the public charge, 197 schools, with 20,000 pupils in attendance. There has been paid from the City Treasury, during the last year, on account of these schools, for instruction, the sum of \$176,930; for repairs, fuel, and other expenses of school houses, \$57,695; for new school houses \$99,489,—the aggregate amounting to \$334,114. Besides the children educated at the public expense, there are about two thousand pupils in attendance upon private seminaries. I have reason to believe that the public schools, in general, were never in a more satisfactory state than at the present time; and that the committees having them in charge during the past year, have faithfully and efficiently performed their duties. But I cannot overlook the fact that one of these committees (that having direction of the Primary schools) is constituted in a way, which is entirely anomalous to the genius of our institutions,—although the members themselves are deservedly held in grateful respect by the people, for their services. This Board, which consists

of about one hundred and seventy individuals) one to each school,) having charge of more than half the public pupils, and of the expenditure of a very great amount of the public moneys, is not chosen by the people, nor by the City Government. Its vacancies, as they occur, are filled by the remaining members, in the manner of close corporations,—the people, over whose affairs they exercise such an important control, having no voice in the matter whatsoever. The principle is utterly wrong, and, of course, sooner or later, will be productive of practical evil. The body itself, as the schools have increased in number, has already become inconveniently large for mutual consultation, and advantageous coöperation. There is no good reason why so important a Board, (which is not even recognized in our Charter) should not derive its power from and be responsible to the people, in the same manner as the Committee having charge of the Grammar Schools,—and I recommend the adoption of such measures as shall remedy the defect.”

We are glad the Mayor has called public attention to the organization of the Primary Board, but we hope the city government will be careful how they touch it. There can be no doubt that to this peculiar organization of the Board, we owe much of the efficiency that has always distinguished its operations. This Committee has always had, among its members, men in no respect inferior to the best of the superior committee. The great evil has not been the construction of the committee, but the want of coöperation between the two classes of schools. Perhaps the election of the members by the people may be an improvement, but we are inclined to doubt this, and we wonder that the worthy Mayor in proposing his improvements, has overlooked the only thing that can ever give efficiency and unity of design to the public schools, we mean the appointment of a *general superintendent*. We have often expressed our opinion on this subject, and shall not now enter into the discussion.

THE SEVEN MARKS OF A SCHOLAR.—John Brinsley, in the preface of his Latin Grammar, printed in 1611, says, “I will rehearse all the *seven marks* which Socrates giveth of him, who is fitted to make the most excellent scholler, as our most learned schoolmaster, *M. Askam*, hath set down. His hopeful scholler must be, 1, *Ευφυης*, that is, as he expounds it, one apt of wit, and having all qualities of mind and parts of body, meet to serve learning; as, wit, will, tongue, voyce, face, stature and comliness. 2, *Μνημων*, that is, of good memory, which is called the mother of learning. 3, *φιλομαθης*, a

lover of learning, which love will overcome the hardest learning, in time, and without which, the scholler shall never attain unto much. 4. φιλοπονός, a lover of labor, one who will take pains at his book. 5, φιληκοός, one that is glad to hear and learn of others. 6, ζητηπικός, one that is apt to move questions, desirous to search out any doubt, not ashamed nor afraid to aske untill he be fully satisfied. 7. φιλεπαίνομος, one that loveth to be praised of his father or master, or others, for well doing. Now, for these helps, though the *two first* be special benefits of nature, yet may they be much increased, but for the *five last*, there will never any means be found, whereby they will more speedily be wrought and appear in children than hereby."

EDUCATION OF HORSES.—A correspondent of the New York Commercial gives the following account of the method adopted by an officer in the United States service, lately returned from Mexico, to subdue a horse, who would not allow his feet to be handled for the purpose of being shod.

"He took a cord about the size of a common bed cord, put it into the mouth of the horse like a bit, and tied it tightly on the top of the animal's head, passing his left ear under the string, not painfully tight, but tight enough to keep the ear down, and the cord in its place. This done, he patted the horse gently on the side of his head, and commanded him to follow. The horse instantly obeyed, perfectly subdued, and as gentle and obedient as a well-trained dog; suffering his feet to be lifted with entire impunity, and acting in all respects like an old stager. That simple string, thus tied, made him at once as docile and obedient as any one could desire. The gentleman who thus furnished this exceedingly simple means of subduing a very dangerous propensity, intimated that it is practised in Mexico and South America in the management of wild horses."—*N. E. Farmer.*

[When shall we learn that, in the discipline of children, it is better to address a pleasant *chord* to the ear, than to apply a hempen *cord* to the back?]

The rivers of Massachusetts have always been admired for their beauty, but this does not constitute their only claim to notice. For many years, one of them, the *Taunton*, has had the credit of being so remarkably weak, that its waters would not run down hill; and this, in connection with the curious Dighton Rock, (whose hieroglyphics, for, aught we know, may give some account of the river's infirmity) has given the Taunton a wide spread renown. But there is another

river, with another peculiarity, not less remarkable, and which is alluded to in the following lines of a Hymn lately written for the Dedication of a new school-house in a village, around which the remarkable stream alluded to flows; —

“Here, like our flowing river, *Charles*,
With current strong and true,
Our course shall ever onward be,
Onward, and *upward*, too.”

[The following interesting story we found in the Zanesville Gazette, and as it describes our own case exactly, we copy it, in the earnest hope that it will not be passed over unread and unheeded. The injustice we suffer, proceeding, we prefer to think, from want of reflection, has become so serious, that it cannot be endured much longer.—ED.]

A TALE FOR EVERY BODY.—THE MILK FARM.

BY A. C. THOMAS.

Jonathan Homespun, having purchased a small farm, and provided himself with every thing requisite to prosperous husbandry, proposes to furnish customers with one quart of cream semi-monthly, at the low price of one dollar a year, in advance, or one dollar and twenty-five cents, if payment is made within three months.

Such was the Prospectus issued by my friend, Mr. Homespun. Feeling a lively interest in his welfare, I visited his farm, although it was a long journey from home, and was pleased to find every thing in nice order. He informed me that he had contracted a large debt in the purchase of stock and implements of husbandry, but he had no doubt of his ability to discharge every obligation in a few years. He also stated that he had obtained many hundred customers, and that, in four or five weeks, he could commence the delivery of the cream according to his proposals.

The scheme appeared plausible,—and my friend was so confident of his success, that I had not the slightest doubt of his prosperity. I entered my name as a customer, and left him, in good spirits, and full of hope.

Every week for the space of two years, I received my quart of cream, and concluded, from its excellent and prompt delivery, that every thing was prosperous with Jonathan Homespun, and his farm. So I gave myself no uneasiness about my indebtedness to him, for I thought, to a farmer so extensively patronized, the small pittance of two years' arrears would be but a drop of the bucket. It is true, there was occasionally printed on the cann, a general notice to delin-

quents,—but I never suspected that this was intended for his *friends*. The notice, however, became more and more urgent, and, having leisure, I concluded I would visit my friend, the proprietor of the farm.

He greeted me cordially,—but I saw that he had been in trouble. He was evidently worn with toil and anxiety, and in the conversation of the evening, he gave the particulars.

“Here I have been laboring, day and night, almost two years, and am now more in debt than when I began. My creditors are pressing for payment. I am conscious of my inability to meet their demands, and I can perceive no result but bankruptcy.”

“But you have a very large list of customers,” said I.

“Yes, a very large list,” was the reply.

“Then why don’t you succeed?” I asked.

“Because too many of them are like you,” said he.


“Me!” I rejoined in amazement, “too many are like me!”

“Pardon me,” said my friend in a melancholy tone, “pardon me, for oppression will make even a wise man mad. You have had a quart of cream weekly for two years:—I have a large list of the same kind of patrons, scattered here and there, over a thousand miles. If they would pay the trifles they severally owe me, I should be directly freed from embarrassment, and go on my way rejoicing. But they reason as you reason, and among you, I am brought to the door of poverty and ruin.”

I felt the whole force of the rebuke, and promptly paying arrearages at the increased price named in the prospectus, and also a year in advance, I shortly bade adieu to the worthy and wronged farmer, resolved to do every thing in my power to repair the injury I had inconsiderately inflicted.

O, ye patrons of Jonathan Homespun, wherever ye are!—ye who have used the cream of his dairy, without making payment! ye are guilty of a grievous sin of omission. Therefore, repent; pay him what you owe him. Uncle Sam’s messengers bring the cream every week to you, and they will carry the money safely back to their employer.

Reader, if you are in arrears, do not apply the above to your neighbor, for, *it is meant for you*.

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